OFFICE OF VOCATIONAL-TECHNICAL, CAREER AND INNOVATIVE PROGRAMS
NEW JERSEY CHARTER SCHOOLS PROGRAM

FOURTH-YEAR CHARTER SCHOOL RENEWAL PROCESS:
2006 APPLICATION GUIDE

Introduction

The Commissioner may grant a renewal of a charter following the initial four-year charter. The decision to renew a charter for another five years will be based on a comprehensive review guided by the demonstration of results, the viability of the school, the fiscal solvency of the school and the school's compliance with all state and federal laws and its charter.

The application for renewal of the charter gives each school the opportunity to provide evidence that the school is viable, has met its goals and has a successful academic program. It also gives a school the opportunity to examine its progress, assess its strengths and weaknesses, and plan its course for the next five years.

After the submission of the renewal application, the department will conduct an on-site visit and structured interview(s). Findings from the review of the school's application and the on-site visit are augmented by a review of the school's annual reports, previous monitoring visit results, and financial audits to assist the department in making a decision about the renewal of a charter.

A successful application for renewal of a charter will be clear, concise, and data-based as to the school's academic successes, the school's viability, and the school's plan for the next five years. It will also address how the school has adhered to the mission, goals and objectives of its charter. It should identify strengths and needs, and address discrepancies between current and anticipated outcomes. In addition, the renewal application should address in detail the school's strategies for addressing identified needs.

The renewal application is designed to provide each charter school the opportunity to demonstrate its success and chart its course for the next five years. Each school may draw on the data it has presented in its annual reports. The data should demonstrate continuous progress.

Guide Content

The guide consists of the following sections:

- **Renewal Application Process Timeline**,
- **Overview of the Major Content of the Renewal Application**, and
- **2006 Charter School Renewal Process: Application Instructions.**

The "Application Instructions" prescribe in detail the specific content to be addressed in the application.

Resources

Should you have any questions about the educational program aspects of the application, please call Edward Patrick at 609-633-7383. Should you have questions about the fiscal aspects of the application, please call Jackie Grama at 609-341-2099.

Renewal Application Process Timeline

Application for Renewal of Charter	Application Review	Renewal On-Site Review/ Structured Interview	Written Comment Period	Renewal Determination
The renewal application is submitted to the Department of Education, county superintendent, district board(s) of education or Superintendents of State-operated school district(s), by each charter school in its fourth year of operation by **Friday, September 15, 2006**.	The application for renewal will be reviewed and evaluated by the Department of Education. District board(s) of education or State Superintendents of State-operated school districts will also have the opportunity to review and comment on the application at their discretion.	The Commissioner of Education or his designees will appoint a review team to conduct an on-site review of the charter school with members of the board of trustees, the lead person, teachers and parents or other school representatives to review the accomplishments of the charter school during the first three years of its charter. **Addenda** Following the on-site visit, the charter school will have two weeks to submit **addenda** regarding any issues identified by the review team as in need of further clarification. The addenda should be submitted to the DOE, the district(s) and to the county office.	The comments of the districts board(s) of education or Superintendents of the State-operated school district(s) regarding the renewal of the school's charter must be forwarded to the Commissioner by **Monday, October 16, 2006.**	Based on the review of a school's application for renewal, the review of a school's annual reports, the renewal site visit and any commentary from the district(s) of residence or Superintendents of the State-operated school district(s), the Commissioner will grant or deny the renewal of the charter by **Friday, December 29, 2006**.

Overview of the Major Content of the Renewal Application

The Renewal Application should describe the school's:

1. progress in meeting its stated goals,

2. degree of success in increasing student achievement over time on state, standardized and other assessments,

3. efforts to engage in a systematic process to assure the quality of its educational program and the effectiveness of instruction,

4. activities to address the needs of diverse learners,

5. efforts to provide sustained professional development for its staff,

6. financial status to illustrate that it is fiscally solvent,

7. enrollment to illustrate that it is stable and at or near maximum,

8. governance and management to show it is effective and efficient,

9. compliance with its charter and applicable statutory and school code regulations, and

10. detailed plans for the next five years of the charter.

Regarding number 10, using the chart below, indicate the projected enrollment by grade level and the total for each school year, for the five years of the next charter.

NOTE: IF THE SCHOOL'S FIVE-YEAR PLAN PROPOSES ANY EXPANSION OF ENROLLMENT AND/OR ANY ADDITION OF GRADES THAT VARIES FROM THE ENROLLMENT LEVEL AND GRADE LEVELS APPROVED IN THE ORIGINAL CHARTER, PRESENT TWO VERSIONS OF THE FIVE-YEAR PLAN; ONE ASSUMING NON-APPROVAL OF EXPANSION AND A SECOND ASSUMING APPROVAL OF EXPANSION.

District of Residence:					
GRADE LEVEL	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**
PreK					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
TOTAL					

NOTE: FOR CHARTER SCHOOLS OPERATING WITH A REGION OF RESIDENCE, COPY THE ABOVE TABLE AND COMPLETE FOR EACH DISTRICT IN THE REGION OF RESIDENCE.

2006 Charter School Renewal Process: Application Instructions

Renewal Application Instructions. This document prescribes the content to be addressed in a charter school's renewal application. The application consists of ten (10) major sections. Each section is comprised of several topics. **Under each <u>topic header</u> are instructions that prescribe in detail the content to be addressed. Taken as a whole, the ten application sections and the topic headers constitute the table of contents for the renewal application.** The renewal application should have a cover page identifying the school, a table of contents page (See Appendix 1), a school description page similar to the annual report (See Appendix 2), and ten sections that present and discuss in detail the prescribed contents. Additionally, a number of appendices are requested in support of the narrative.

Renewal Methods/Evidence and Criteria. These sections are presented for renewal applicants' information. They describe the methods and criteria to be used by the Commissioner's designees to review charter school renewal applications and to structure renewal site-visit interviews, observations and verification of renewal-related information and data. Areas to be reviewed will include the content described herein, but will not be limited solely by that content. At the Commissioner's discretion additional information and data may be requested as the renewal process unfolds. It is the school's responsibility to provide the evidence requested in the renewal application in the form of narrative and appendices that respond to the renewal application instructions in as precise and concise a fashion as possible and to have the supporting data, records, files and documentation cited in the Methods/Evidence section available in an appropriate, readily interpretable form/format at the time of the on-site renewal visit.

CHARTER SCHOOL RENEWAL PROCESS: Renewal Application Sections/Topic Headers, Methods/Evidence and Criteria

1. <u>GOAL ACHIEVEMENT</u>: *Provide a description of the school's progress in meeting its stated goals.*

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
A. Mission. <u>Describe</u> the programmatic actions taken to address systematically each of the major components of the school's mission. <u>Describe</u> the extent to which each mission component has been successfully implemented. *<u>Append</u> a copy of the school's mission and academic and non-academic goals.*	Review copy of mission statement and mission-related documentation (e.g., programs, plans, implementation records, activities, outcomes). Conduct interviews.	Documentation and interviews indicate that the school has addressed the major components of its mission.
B. Academic Goals. <u>Describe</u> how the school has systematically addressed each of its academic goals and the extent to which each goal has been addressed. <u>Describe</u> the specific activities engaged in to achieve the goals.	Review list of academic goals and documentation that reflects the school's actions related to achieving its academic goals (e.g., training events, curricular changes, use of data, programs, board reports -- focus on feedback re: goal achievement). Conduct interviews.	Documentation and interviews indicate that the school has systematically addressed its academic goals.
C. Non-Academic Goals. <u>Describe</u> how the school has systematically addressed each of its non-academic goals and the extent to which each goal has been addressed. <u>Describe</u> the specific activities engaged in to achieve the goals.	Review list of non-academic goals and documentation that reflects the school's actions related to achieving its non-academic goals (e.g., training events, programs, reports, school activities, data). Conduct interviews.	Documentation and interviews indicate that the school has systematically addressed its non-academic goals.
D. Student, Parent and Community Participation. <u>Describe</u> the extent to which the school has achieved appropriate levels of student, parent and community participation. <u>Describe</u> the activities engaged in to facilitate student, parent and community participation and describe the measures used to assess and/or document the levels of participation. <u>Provide</u> a data-based report on the levels of participation achieved.	Review documentation re: student, parent and community participation (e.g., records of student activities, participants' lists, parent sign-in sheets, PTO meeting minutes, records of activities/agreements with community organizations). Conduct interviews.	Documentation and interviews indicate that the school has achieved appropriate levels of student, parent and community participation.
E. Student, Parent and Community Satisfaction. <u>Describe</u> the extent to which the school has achieved appropriate levels of student, parent and community satisfaction. <u>Describe</u> the measures used to assess and/or document the levels of satisfaction. <u>Provide</u> a data-based report on the levels of satisfaction achieved. *<u>Append</u> a copy of the instruments used to assess student, parent and/or community satisfaction.*	Review documentation re: student, parent and community satisfaction (e.g., survey data, testimony, records of support, acknowledgements, and volunteer activities). Conduct interviews.	Documentation and interviews indicate that the school has achieved appropriate levels of student, parent and community satisfaction.

CHARTER SCHOOL RENEWAL PROCESS: Renewal Application Sections/Topic Headers, Methods/Evidence and Criteria

2. <u>STUDENT PERFORMANCE</u>: *Describe the extent to which student achievement has improved over time on state, standardized and/or other measures.*

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
A. State Assessment Results and Use of State Assessments. <u>Provide</u> a general summary of state assessment results to date. Provide detailed information and data on the school's history and current status regarding NCLB AYP criteria. <u>Discuss</u> the implications of the results and <u>describe</u> any programmatic changes the school has made to address the implications of the results.	Review the school's state assessment results and AYP status over time and related school activities including reports to the board, staff and/or parents and concomitant changes in curriculum, staff training, instruction and/or student grouping. Conduct interviews.	Documentation and interviews indicate that the school has evaluated, disseminated, discussed and acted on the state test results (i.e., changes in staff training, curriculum, programs and/or student grouping /services). The data show increased student achievement.
B. Assessment Plan and Student Achievement Results. 1. <u>Self-Evaluation and Accountability Plan (SEAP): Academic and Non-Academic Goals.</u> *Append a copy of the school's Self-Evaluation and Accountability Plan.* In this section of the application, <u>describe</u> the specific activities the school has engaged in to collect systematically student achievement data in order to demonstrate student achievement gains over time, particularly in relation to the school's academic goals (i.e., tests used, dates of administration, numbers of students tested, pre-testing/post-testing). The assessment activities should be outlined in the school's SEAP. Also <u>describe</u> the activities and procedures employed to assess and/or document the achievement of the schools' non-academic goals. 2. <u>Achievement Data: Academic Goals</u>. <u>Present</u> and <u>discuss</u> the school's achievement data. In particular, <u>focus</u> on cohorts of students' achievement of the school's academic goals over time. <u>Describe</u> how the data has been disaggregated, analyzed and reported. <u>Discuss</u> the extent to which the school has exhibited the expected or projected levels of student progress over time on the selected measures of student achievement. 3. <u>Data/Documentation: Non-Academic Goals</u>. <u>Present</u> and <u>discuss</u> data and/or documentation pertinent to the school's achievement of its non-academic goals.	Review the school's assessment plan (e.g., Self Evaluation and Accountability Plan), overall assessment results over time (standardized tests, diagnostic tests, portfolio ratings, curriculum embedded tests, and project/ performance assessments) and any reports or documents that reflect the use of the results for decision making and goal-setting. Determine if the data are appropriately disaggregated, analyzed and reported. Determine the achievement progress over time of selected cohorts of students. Determine the level of implementation and documentation status of the school's non-academic goals. Conduct interviews.	Documentation and interviews indicate that the school has a comprehensive assessment plan that includes reporting assessment results over time. The results are appropriately disaggregated and reported via tables and figures which specify the number of students tested and report appropriate scores (e.g., NCEs, NPs, No. & % Achieving Mastery). Trends in the test results indicate that student achievement regarding the school's academic goals is increasing over time. Non-academic goals are addressed and documented.
C. Actions to Address Performance Gaps Experienced by At-Risk Students. <u>Describe</u> how the school is addressing the needs of at-risk students, including intervention and support. <u>Describe</u> the criteria and/or assessments used to identify at-risk students, the number of students identified as at-risk, the school's procedures and interventions for providing supplemental support, the allocation and credentials of staff to address at-risk students, and any evidence of improved achievement.	Review the school's criteria/procedures for identifying at-risk students, instructional programs, staff & certification, follow-up activities, number of students receiving services and any data regarding increased student performance that may reflect positively on the impact of the school's instructional interventions. Conduct interviews.	Documentation and interviews indicate that the school has attempted to address the gaps in performance exhibited by at-risk students. The school used state or other assessments to identify students and enacted focused instructional programs to address the gaps. Trends in the data indicate that the gaps are decreasing.

3. EDUCATIONAL PROGRAM DESIGN AND DELIVERY: *Describe how the school has engaged in a systematic process to assure the quality of its educational program and the effectiveness of instruction.*

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
A. Curriculum and Resources. Provide a progress report on the status of the school's curriculum in all subject areas. Address the following: curriculum completeness, standard format, verification of statute-required curricula, adequacy of resources and alignment with NJCCCS. *Append a sample of the format of the curriculum. Append a listing of the instructional resources and texts used for each subject area by grade level.* Describe any proposed curriculum work over the next two years.	Review copies of curriculum in all subject areas, including content scope and sequence, outcomes, alignment with NJCCCS and suggested instructional activities, resources and assessment. Verify statute-required curricula (H/PE, History of NJ, U.S. Constitution, controlled substances & 2 years history at secondary level). Review list of texts/materials for all subjects and grades. Conduct interviews.	Documentation and interviews indicate that the school has a full curriculum with all components completed and adequate instructional texts and resources.
B. Curriculum Delivery and Monitoring. Describe the school's procedures for monitoring the implementation of the curriculum in the classroom to insure consistent and effective implementation (e.g., regular administrative review of standard format lesson plans, regular class monitoring, use of lead teachers, hiring of curriculum staff person, feedback to teachers, time for grade-alike or cross-grade group meetings to discuss curriculum implementation, staff meetings, etc.).	Review the school's instructional calendar/daily schedule and procedures for monitoring curriculum implementation, teachers' lesson plans and the feedback provided to teachers. Conduct interviews.	Documentation and interviews indicate that the school has delivered and monitored the implementation and the quality of the curriculum via a set plan and procedures that include reviews of teachers' lesson plans and feedback to teachers.
C. Curriculum Review and Revision. Describe the school's process for selecting/developing/revising the curricula and address the school's capacity to develop curriculum (i.e., use of consultants, formation of curriculum committees, allocation of adequate time for curriculum development/ revision, establishment of a curriculum revision cycle).	Review the school's plans, records and timeline for curriculum development/ revision, the resources/time allocated, the composition of curriculum committees, staff participation & consultants. Conduct interviews.	Documentation and interviews indicate that the school has undertaken periodic curriculum review and revision with appropriate staff involvement.
D. Reporting Student Progress. Describe the school's procedures for systematically informing parents of their child's progress.	Review school report card(s), report card schedule, parent conference documentation and level of participation, and other methods of communicating student progress with parents. Conduct interviews.	Documentation and interviews indicate that the school systematically informs parents of their child's progress.

CHARTER SCHOOL RENEWAL PROCESS: Renewal Application Sections/Topic Headers, Methods/Evidence and Criteria

4. Diverse Learners: *Describe how the school effectively addresses the needs of diverse learners.*

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
A. IDEA Students. Describe how the school is addressing the needs of students with educational disabilities and provide evidence that the school is in compliance with all applicable regulations governing the provision of special education. State the number of classified students, the source of the school's child study team services, the programs provided (resource room(s), self-contained classes, etc.) and the number and certification of staff and aides delivering special education services.	Review copies of approved special education plan, documentation of services, child study team contract, identification procedures, instructional programs, staff & certification, follow-up activities, number of students receiving services, educational outcomes and narrative presented to show compliance. Conduct interviews.	Documentation and interviews indicate that the school is addressing the needs of students with educational disabilities and is in compliance with all applicable regulations governing the provision of special education.
B. Non-IDEA Students. Describe how the school is addressing the needs of students with disabilities who are not eligible for special education/IDEA services.	Review description of criteria/procedures for identifying students, instructional services/programs, staff & certification, follow-up activities, number of students receiving services and educational outcomes. Conduct interviews.	Documentation and interviews indicate that the school is addressing the needs of students with disabilities who are not eligible for special education/IDEA services.
C. Bilingual and LEP. Provide evidence that the school is in compliance with all applicable regulations and requirements governing the provision of services to students who are bilingual or Limited English Proficient. If your school has limited-English proficient students, describe the number of students served, the services provided, and the staff allocated to this function. In the event your school has no LEP students, describe the school's plans for identifying such students, providing services and allocating staff to serve this function (i.e., illustrate the school's capacity to provide needed services).	Review copy of bilingual/LEP plan, documentation of screening procedures, programs/services and data/narrative presented to show compliance. Conduct interviews.	Documentation and interviews indicate that the school is in compliance with all applicable regulations and requirements governing the provision of services to students who are bilingual or Limited English Proficient.
D. Equal/Bias-Free Access. Describe the school's plan and actions to ensure equal and bias-free access to all school programs.	Review school's policies and documentation re: equal and bias free-access, evidence of services and information dissemination procedures. Conduct interviews.	Documentation and interviews indicate that there is evidence that the school is implementing a plan to ensure equal and bias-free access to all school programs.

CHARTER SCHOOL RENEWAL PROCESS: Renewal Application Sections/Topic Headers, Methods/Evidence and Criteria

5. Professional Development: *Describe how the school provides sustained professional development for its staff.*

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
A. Professional Development. Describe how the school provides professional development that is goal-based and driven by student assessment data as well as assessments of staff needs. List the professional development activities made available to staff during the past year (e.g., workshops on various topics, mentoring, peer observations, use of individual professional improvement plans, teacher-designed professional development, visits to other schools, conference participation, financial support for college courses). Specify the trainer, the length or extent of each activity (e.g., two hours, two days, one observation) and the level of staff participation (e.g., all staff, three of ten staff). Describe the use of instructional technology in the school and the opportunities provided to build staff capacity in the use of technology in the classroom.	Review copy of approved Professional Development Plan, needs assessments, board reports, staff development schedule/length of training events, activities, materials, consultants, teacher's evaluations of workshops, relation of activities to student achievement needs. Conduct interviews.	Documentation and interviews indicate that the professional development provided by the school is related to both student achievement needs and staff needs and is perceived by staff to be effective.
B. Planning and Preparation Time. Describe how the school provides teachers adequate planning and preparation time. Describe the time provided teachers for preparation and/or planning of curricular and instructional matters. More specifically, describe: the number and duration of individual preparation periods provided teachers weekly, the frequency and duration of grade level meetings, the frequency of faculty meetings and the frequency and nature of any other activities/procedures to facilitate professional interactions among staff.	Review school schedule for evidence of planning and preparation time. Conduct interviews.	Documentation and interviews indicate that the school provides teachers adequate planning and preparation time.
C. Teacher Supervision and Evaluation. Describe how the school appropriately supervises and evaluates teachers. Describe the school's teacher supervision/evaluation procedures. Specify how frequently teachers are observed, by whom and the observer's/supervisor's credentials. Discuss lesson-planning requirements and state if a common lesson plan format is used.	Review documentation regarding teacher supervision and evaluation (e.g., three observations/evaluations annually for non-tenured teachers, implementation of Professional Improvement Plans (PIPs), nature of day-to-day supervisory activities, appropriate certification of supervisor). Conduct interviews.	Documentation and interviews indicate that the school appropriately supervises and evaluates teachers and that the supervisory activities are perceived as useful by staff.

CHARTER SCHOOL RENEWAL PROCESS: Renewal Application Sections/Topic Headers, Methods/Evidence and Criteria

6. <u>Fiscal Solvency</u>: *Describe the school's financial status to illustrate that it is fiscally solvent.*
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TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
A. <u>Adequate Fiscal Plan.</u> <u>Describe</u> the documentation and activities that the school can provide as evidence that the school implemented a well-conceived financial plan to ensure fiscal solvency over the course of the first charter.	Review copies of the school's fiscal documentation (yearly audit reports, annual reports, monthly board minutes and financial statements) Detail any loans including source, amount borrowed and payback schedule over the course of the first charter. Include narrative description of relationships with non-profit and/or for-profit entities. Conduct interviews.	Documentation and interviews indicate that the school implemented a well-conceived financial plan to ensure fiscal solvency over the course of the first charter.
B. <u>Positive or Zero Ending Fund Balance.</u> <u>Provide</u> the information required to verify that the school has met the requirement to achieve a positive or zero ending fund balance.	Review yearly audits for years ending 2004 and 2005, preliminary audit reports for 2006 and the budget for 2007. Review monthly board minutes. Conduct interviews.	Documentation and interviews indicate that the school has met the requirements to achieve a positive or zero ending fund balance.
C. <u>Audit Reports, GAAP Accounting System and Internal Controls.</u> 1. <u>Provide</u> evidence that the school's audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operations. 2. <u>Provide</u> evidence of a GAAP accounting system. 3. <u>Provide</u> evidence of written policies & procedures for the purchase order system, the enrollment count procedures and the FICA reimbursement system.	Review audit reports including auditor opinion and reported findings. Review board of trustees meeting minutes to verify adoption of a corrective action plan and board resolutions that certified that the corrective actions were implemented prior to year-end. Review set up of the accounting system along with financial reports produced from the system. Review evidence of written policies and procedures regarding internal controls.	Documentation and interviews indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operations. The school has an operational GAAP accounting system. The school has written policies and procedures for internal control.
D. <u>Efficiencies in Fiscal Operations.</u> <u>Provide</u> evidence that the school has achieved efficiencies in its fiscal operation.	Review copies of the school's fiscal documentation (i.e., fiscal data tables showing % of instructional, administrative and support costs and narrative description of the use of any shared services over the course of the first charter).	Documentation and interviews indicate that the school has achieved efficiencies in its fiscal operations as defined herein.

CHARTER SCHOOL RENEWAL PROCESS: Renewal Application Sections/Topic Headers, Methods/Evidence and Criteria

7. <u>Enrollment</u>: *Describe the school's enrollment to illustrate that it is stable and at or near maximum.*

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
A. <u>Enrollment</u>. 1. <u>Provide</u> evidence that the school's enrollment has been stable and at or near maximum. 2. <u>Provide</u> evidence that the apportionment model is reasonable if there is a region of residence. 3. In support of the above, <u>prepare</u> a summary table showing actual versus maximum authorized enrollment, per the school's charter, for the fiscal years 2004-2007. (Reflect non-resident district enrollment in a separate column from the resident district enrollment as well as total actual in the above table). For charter schools operating with a region of residence prepare a separate table for each district in the region of residence reflecting actual versus maximum enrollment per the apportionment model presented in the school's charter.	Review tables and/or figures that present the school's enrollment and waiting list data by grade level over the four years that the school has been in existence. For schools with a region of residence, verify that the school's apportionment model is reasonable. Conduct interviews.	Documentation and interviews indicate that the school's enrollment has been stable and at maximum. Documentation indicates that the school's apportionment model (where applicable) is reasonable, the school has a viable "wait list" and that there is a demand for the school.
B. <u>Enrollment Indicators</u>. 1. <u>Provide</u> evidence that the school has enacted procedures to collect systematically enrollment-related indicators such as mobility data, waiting lists, withdrawals, suspensions and expulsions. 2. <u>Provide</u> evidence that the school has analyzed any of the above data and used it to inform decision-making.	Review student exit interview data and copies of tables/figures showing student withdrawals, suspensions and expulsions over the life of the school. Review the school's discipline policy. Review documentation (e.g., board reports or internal reports illustrating enrollment-related issues and decisions, if any). Conduct interviews.	Documentation and interviews indicate that the school has tracked enrollment-related indicators, and, where applicable, has analyzed and used the data to inform decision-making.
C. <u>Enrollment/Accountability</u>. 1. <u>Provide</u> evidence that the school's Self-Evaluation and Accountability Plan includes indicators such as demand, early-intervention for at-risk students and post-charter outcomes (i.e., matriculation to the next level of education). 2. <u>Provide</u> evidence of written enrollment count procedures including the use of the school register.	Review the school's Self-Evaluation and Accountability Plan for evidence of attention to indicators such as demand, early intervention for at-risk students and post-charter outcomes. Also review the school's admissions policy, recruitment timeline, lottery procedures, application form(s), enrollment forms and school register for compliance. Review written enrollment count procedures. Conduct interviews.	Documentation and interviews indicate that the school has attended to indicators such as demand, early intervention for at-risk students and post-charter outcomes. Documentation indicates that the charter school is recording student attendance in the school register and that accurate information on enrollment is being provided.

CHARTER SCHOOL RENEWAL PROCESS: Renewal Application Sections/Topic Headers, Methods/Evidence and Criteria

8. <u>Governance and Management</u>: *Describe the school's governance and management to show that it is effective and efficient.*

TOPIC HEADERS	METHODS/EVIDENCE	APPROVAL CRITERIA
A. <u>Board Composition</u>. 1. <u>Provide</u> evidence that the board is composed in accordance with the requirements specified in the charter and the bylaws. <u>State</u> the number of board members cited in the school's charter and any qualifications (e.g., two must be parents). <u>State</u> the current number of board members. <u>Describe</u> any changes in the board over the past year. <u>State</u> when board vacancies, if any, will be filled. 2. <u>List</u> the board members by name, their role, their affiliation (parent, community member, lead person, etc.) and their voting status (voting or ex-officio). The listing of board members by name can be accomplished by including the 2005-06 Board of Trustees and Administrator Documentation Form submitted to DOE on April 15, 2006.	Review documentation showing the current members and composition of the board (e.g., names, roles, terms, voting status and affiliation). Conduct interviews.	Documentation and interviews indicate that the board is at full strength and is composed in accord with the requirements specified in the charter and the bylaws.
B. <u>School Ethics and Open Public Meeting Acts</u>. <u>Provide</u> evidence that the board has complied with the School Ethics Act and the Open Public Meeting Act. <u>Describe</u> the process utilized to assure compliance with the Open Public Meeting Act.	Review copies of the School Ethics Commission Statements and copies of public notice of meetings, dates, times, attendance and minutes. Conduct interviews.	Documentation and interviews indicate that the board has complied with the School Ethics Act and the Open Public Meeting Act.
C. <u>Board Leadership</u>. 1. <u>Provide</u> evidence that the school's leadership is strong and stable. <u>Specify</u> the frequency with which board meetings are held (monthly, semi-monthly, etc.). <u>Provide</u> the number and dates of the board meetings held in the past year. <u>Provide</u> the level of board attendance at each meeting. <u>List</u> the standing and ad hoc board committees. <u>Describe</u> the changes to the committees and activities and/or accomplishments during the school year as well as any plans for the coming year. 2. <u>Indicate</u> the number of board members who have attended NJ School Boards Association training and the number who still need to attend training. 3. <u>Provide</u> a succinct review of the turnover on the board over the life of the charter.	Review copies of the board's membership, turnover, meetings and meeting attendance over the life of the charter; standing and ad hoc committees; board minutes, policies and amendments; financial reports; level of parent participation and board training. Conduct interviews.	Documentation and interviews indicate that the school's leadership is proactive, strong, stable and visible.
D. <u>Organizational Challenges</u>. 1. <u>Provide</u> evidence that the school has handled organizational challenges effectively and competently. <u>Provide</u> a summary and discussion of the major issues the board has addressed since the school's inception. 2. <u>Provide</u> a listing of the policies the board has enacted and discuss any policy/procedure needs. 3. <u>Describe</u> how the school is fully staffed by personnel holding appropriate certification. 4. <u>Describe</u> any needs or plans that the school may have with regard to the hiring of additional staff to ensure the effective implementation of the school's educational program over the next five years. 5. <u>Describe</u> the status of the board's implementation of corrective action plans based on audit findings. *Append copies of the school's organizational chart and job descriptions. Also <u>append</u> a listing of school staff, their SS#, role and their criminal history and certification status (i.e., a Staff Documentation Form)..*	Review copies of the current organizational chart, job descriptions and staff roster; recruitment activities/timelines, ads, job fairs: interview records/ procedures; exit interview data; staff data (Staff certification and criminal history in compliance?); staff handbook, board reports and internal documents re: staffing issues. Also review yearly audit findings, the corrective action plans developed by the board and evidence that the actions have been implemented. Conduct interviews.	Documentation and interviews indicate that the school has handled organizational challenges effectively and competently. The school is fully staffed re: administration, business and instruction (e.g., special education, LEP, language instruction, basic skills) and all staff including substitute teachers hold appropriate certification and criminal history clearance. Corrective action plans based on audit findings have been fully implemented.

CHARTER SCHOOL RENEWAL PROCESS: Renewal Application Sections/Topic Headers, Methods/Evidence and Criteria

9. Compliance with Applicable Statutes and Code: *Describe the school's compliance with applicable statutory and school code regulations.*

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
A. Non-Discrimination. Provide evidence that the school is in compliance with all applicable statutes and regulations regarding non-discrimination, including non-discrimination in admission policies and practices.	Review copies of relevant school policies/plans regarding civil rights compliance, special education compliance and bilingual/LEP compliance and relevant documentation verifying compliance re: each of the above. Conduct interviews.	Documentation and interviews indicate that the school is in compliance with all applicable statutes and regulations regarding non-discrimination, including non-discrimination in admission policies and practices.
B. Health and Safety. Provide evidence that the school is in compliance with all applicable health and safety regulations. Describe and discuss the school's status with regard to applicable health and safety statutes and/or regulations.	Review copies of health-related records, screenings and equipment; nurse duties, schedule and certification; school physician; medication policy and records; Heimlich and evacuation posters; fire drill records & current CO/fire/ sanitary/lease documents. Conduct interviews.	Documentation and interviews indicate that the school is in compliance with all applicable health and safety regulations.
C. Student Discipline. Provide evidence that the school handles student discipline in a manner consistent with applicable statutes and due process. Provide data on the school's discipline infractions and discuss the implications of the data.	Review copies of student discipline policy/procedures, parent/student handbook, summary of discipline records and discussion of findings. Conduct interviews.	Documentation and interviews indicate that the school handles student discipline in a manner consistent with applicable statutes and due process requirements.
D. Grievance Committee. Provide evidence that the school has an advisory grievance committee in place. Describe any grievances that have been filed and discuss their resolution.	Review committee procedures, membership, grievances and recommendations to the board. Conduct interviews.	Documentation and interviews indicate that an advisory grievance committee is operational and that grievances have been resolved satisfactorily.
E. Finance and Business Service Code. Provide evidence that the school is in compliance with all applicable regulations and requirements governing the finance and business service code.	Review evidence that the GAAP accounting system is operational and producing monthly financial statements. Review evidence that monthly board meeting notices, board minutes and quarterly financial statements were sent to the county superintendent. Review evidence that corrective actions were taken at year-end to address over-expenditure of funds.	Documentation and interviews indicate that the school is in compliance with all applicable regulations and requirements governing the finance and business service code.

CHARTER SCHOOL RENEWAL PROCESS: Renewal Application Sections/Topic Headers, Methods/Evidence and Criteria

10. Five-Year Plan: *Describe the school's plans for the next five years of the charter.*

NOTE: IF THE SCHOOL'S FIVE-YEAR PLAN PROPOSES ANY EXPANSION OF ENROLLMENT AND/OR ANY ADDITION OF GRADES THAT VARIES FROM THE ENROLLMENT LEVEL AND GRADE LEVELS APPROVED IN THE ORIGINAL CHARTER, PRESENT TWO VERSIONS OF THE FIVE-YEAR PLAN; ONE ASSUMING NON-APPROVAL OF EXPANSION AND A SECOND ASSUMING APPROVAL OF EXPANSION.

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
A. Five-Year Plan: Changes and Improvements. 1. Describe and discuss the school's strengths and needs and the major changes and improvements that the school plans to undertake in the next five years of its charter. Describe clearly the needs underlying the proposed changes (e.g., needs assessment results, weaknesses in achievement results, staffing needs). 2. Present specific improvement goals and objectives. Present a *detailed action plan and accompanying narrative* regarding the specific changes proposed for the first year of the new charter. Information regarding years two-five need not be as detailed. Relate the five-year plan to the school's original goals and objectives. *Do not assume that the school's plans for expansion, if any, will be approved.*	Review the school's plan for the next five years, including changes and improvements based on needs determined via analyses and examination of the school's assessment/student performance results and other relevant needs assessment data.	Documentation and interviews indicate that the school's plan is comprehensive and detailed, and includes improvements and changes that are data-based and achievement oriented. *Two versions of the five year plan are presented; one based on non-expansion and a second that outlines plans in the event that expansion, if applicable, is approved.*
B. Self-Evaluation and Accountability Plan. 1. Present and discuss the school's self evaluation and accountability plan. Indicate how the progress of the school will be evaluated on a continuous basis over the next five years. The plan should pose specific questions that the school wants to answer re: student achievement, curriculum development/revision/implementation, professional development, parent/staff and student involvement, parent/staff and student satisfaction, enrollment trends, discipline trends, staffing trends and administrator and staff evaluation (at a minimum). It should specify the measures/instruments (e.g., surveys, standardized tests, curriculum tracking instruments, lesson plan reviews, focus groups) to be used or developed to provide data to answer the questions. It should also specify when the measures will be administered, how, to whom and how they will be disaggregated, analyzed, reported and used. *Attach a copy of the school's Self-Evaluation and Accountability Plan*	Review the school's updated Self-Evaluation and Accountability Plan to ensure that it is well conceived, detailed and comprehensive. Conduct interviews.	Documentation and interviews indicate that the school has a well-conceived comprehensive plan to evaluate the progress of the charter school on a continuous basis. The plan addresses the information items requested herein.
2. Present evidence that the plan includes adequate provisions for evaluating curriculum development/ monitoring/revision and the implementation/analysis/reporting of student assessments.	Review the school's updated Self-Evaluation and Accountability Plan. Conduct interviews.	Documentation and interviews indicate that the school has a well-conceived plan that includes adequate provisions for evaluating curriculum development/monitoring and implementing/using student assessments.
3. Describe how the plan includes adequate provisions for evaluating the delivery of professional development to build teachers' capacity in the areas of curriculum and assessment.	Review the school's updated Self-Evaluation and Accountability Plan. Conduct interviews.	Documentation and interviews indicate that the school has a well-conceived plan that includes adequate provisions for evaluating the delivery of professional development to build teachers' capacity in curriculum and assessment.

10. Five-Year Plan: *Describe the school's plans for the next five years of the charter.* (Continued)

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
C. Facility Plan. 1. Provide evidence that the school has a clear and detailed plan for maintaining or, if indicated, acquiring an adequate educational facility.	Review the school's facility documentation (e.g., lease, floor-plans, plans for new acquisition &/or maintenance of current facility). Conduct interviews.	Documentation and interviews indicate that the school has a clear and detailed plan for maintaining or, if indicated, acquiring an adequate educational facility.
2. Describe clear, detailed and feasible steps for financing the facility.	Review the school's detailed plans for financing the facility. Conduct interviews.	Documentation and interviews indicate that the plans for financing the facility are adequate.
3. Provide evidence that the school's plan is reasonable based on projected enrollment with respect to size and needs.	Review the school's enrollment data and projected space and educational program needs. Conduct interviews.	Documentation and interviews indicate that the plan is reasonable based on projected enrollment with respect to size and needs.
4. Provide evidence that the plan includes detailed provisions for undertaking and financing renovations.	Review documentation re: the financing and timely completion of renovations. Conduct interviews.	Documentation and interviews indicate that viable plans for financing and completing renovations are in evidence.
5. Provide evidence that the plan includes a reasonable timeline for acquiring a facility and obtaining all necessary approvals.	Review the proposed timeline for acquiring the facility and obtaining approvals to ensure its efficacy. Conduct interviews.	Documentation and interviews indicate that the plan includes a reasonable timeline for facility acquisition and obtaining all necessary approvals.
D. Fiscal Plan. Provide evidence that the school has a viable fiscal plan for the next five years that includes: 1. a five-year narrative plan, and 2. a budget summary, narrative and cash flow for one operational year, fiscal year 2008, in the prescribed format.	Review the fiscal plan. (The plan narrative should describe any plans to use outside revenue and any affiliations with non-profit or for-profit entities.) Review the budget summary, narrative and cash flow for FY 2008. Conduct interviews.	Documentation and interviews indicate that the school has a viable fiscal plan for the next five years that includes a five-year narrative description of the plan and a budget summary, narrative and cash flow for FY 2008 in the prescribed format.

10. <u>**Five-Year Plan**</u>**:** *Describe the school's plans for the next five years of the charter*. *(Continued)*

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
E. <u>**Projected Enrollment**</u>. <u>Provide</u> evidence that the projected enrollment by grade level is complete and, if applicable, evidence that the apportionment model reasonable. <u>**NOTE**</u>**: IF THE SCHOOL'S FIVE-YEAR PLAN PROPOSES ANY EXPANSION OF ENROLLMENT AND/OR ANY ADDITION OF GRADES THAT VARIES FROM THE ENROLLMENT LEVEL AND GRADE LEVELS APPROVED IN THE ORIGINAL CHARTER, PRESENT TWO VERSIONS OF THE FIVE-YEAR PLAN; ONE ASSUMING NON-APPROVAL OF EXPANSION AND A SECOND ASSUMING APPROVAL OF EXPANSION.**	Review the summary sheet in DOE format showing projected enrollment by grade level data. Review the apportionment model if the school has a region of residence. ***Review any expansion plans in light of past performance.*** Conduct interviews.	Documentation and interviews indicate that the projected enrollment by grade level is complete. The apportionment model, if applicable, is reasonable. ***Recommend either approving the proposed expansion or maintaining at the current enrollment and grade levels.***

Sample: **TABLE OF CONTENTS**

APPENDIX 1

APPENDIX

Sample: **SCHOOL DESCRIPTION**

School Name   **Maple Academy Charter School**

Startup and Current Year. Maple Academy Charter School commenced implementation in the 2001-2002 school year and just completed its fourth year of operation.

Address. The school is located at 47 Webster Avenue in Newark, NJ 07103.

Facility. The school is located in a two story building that formerly served as a warehouse.

Number of Students, Grades and Classes. The school's charter authorized a maximum enrollment of _____ students in 2004-05 in grades 4, 5, 6 and 7. The enrollment at the beginning of the school year was _____ students. At the end of the year the enrollment was _____ students. There are 2 classes at each grade level.

Class Size. Class size is approximately 20 students per class.

Planned Expansion. In the 2005-06 school year, the school will add two eighth grades and expand to 200 students.

District(s) of Residence. The school draws its students from the following districts: _____, _____ & _____.

Employees. The school employs a lead person, 8 classroom teachers, 2 aides, a special education teacher, a nurse, a social worker and a physical education teacher.

Lead Person. The school's lead person is Ms. Joanne Maples (Tel. _____), (Fax. _____), (email. _____).

Board Members. The school's board of trustees is composed of seven voting members and two ex officio members. The ex officio members are the lead person and a teacher representative. Three of the seven voting members are parents.

Defining Attributes. The defining attributes of the school are its emphasis on technology, community service and character education.

Community/Organizational Affiliation (if any). The school is affiliated with the New Community Organization of Newark, a non-profit social service agency.

<u>**Note:**</u> *Complete the above headers and keep the School Description to **one page**.*